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ABSTRACT

One in a series of units for gifted students, the booklet focuses on humanities instruction in grade 6. Program background information stresses the values of humanities as a way of studying the connections in the student's life, particularly the connections between subject areas and how they relate to humans' feelings and thoughts. Procedures emphasize facilitation of higher level thinking processes and the use of various activities and open-ended discussions. Program content, resources, activities, and concepts are then listed for four units, with suggestions for language arts, social sciences, and architecture. The units presented are entitled: Greek Civilization, Roman Civilization, the Middle Ages, and the Renaissance. Sample discussion questions are included throughout. (CL)

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BUCKS COUNTY INTERMEDIATE UNIT #22

Programs for Gifted Students

HUMANITIES THEMATIC UNITS

Four Example Units for Gifted Students in Grade 6

(The Greeks, The Romans, The Middle Ages and The Renaissance)

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INTRODUCTION

In today's world, man is becoming more and more fragmented. Our technological society calls for specialization in specific areas. Even schools are organized around fragmentation, with rigid lines separating most of the content areas into unrelated compartments. This separation often prevents students from recognizing relationships and does not encourage thinking that senses complexity. If this fragmentation continues, will it ever be possible to achieve the greatness and insight DaVinci and Michelangelo possessed? These men were masters not because they saw the differences among things, but rather because they saw the connection of everything in their lives. For them, science and art were not different subjects, but an integral part of each other.

This connectiveness is important to our lives now and in the future, for without it how can we hope to overcome obstacles? It is the individual who sees connections that makes the discovery, that is open to new ways and ideas to solve old problems.

Humanities is a way of studying connections. Its emphasis is on the connections between subject areas and how they connect to humans' feelings and thoughts. Humanities allows for the individual to examine and explore the connections between subject areas, and to relate these areas to himself and his world. It is impossible to think of studying art without the context of history and emotions. How can one separate the painting, its meaning in history and its meaning to the individual? The study of Humanities allows for the integrat[illegible] of not only subject area to subject area, but also area to self.

OVERVIEW

The term Humanities is generally accepted to mean a group of cultural subject areas. These areas usually include literature, the social sciences, and the fine arts. The program outline that follows is an attempt to connect the areas of Humanities into a consistent pattern that builds on the relationships between the areas of Humanities, employing the texts and materials that the sixth grade gifted curriculum is to cover. The specific units emphasize the connection between various areas of content, and promotes creativity and critical thinking skills in order for the bright student to better interpret, evaluate and appreciate the life of the past, then relate this understanding and appreciation to self and the world of the present.

PROGRAM PROCEDURES AND RATIONALE

This course of study was developed for use with Gifted students, therefore, particular attention should be paid to develop activities and questions (for discussion or tests) that challenge the students' creativity and critical thinking skills. In each unit there will appear suggested activities and questions aimed at challenging the student both creatively and critically.

Questions to develop critical thinking are based on Bloom's Taxonomy. Bloom's Taxonomy is a means to lead children through the acquisition of knowledge into more critical thinking. The Taxonomy consists of six thinking processes, Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. It is often viewed as a pyramid with Knowledge as the base and each process building on the process preceeding it. A brief definition of each process is as follows:

1. Knowledge - recall of specific information
2. Comprehension - understanding of communicated material without relating it to other material
3. Application - using information and material acquired in a new situation
4. Analysis - breaking down given information into its component parts
5. Synthesis - putting together parts of acquired information and material to form a whole
6. Evaluation - judging the value of information and materials based on a set of criteria

In developing questions to facilitate higher level thinking processes, the following verbs are suggested for use in questioning at the various levels.

1. Knowledge - define, label, repeat, record, list, recall, memorize, relate, name
2. Comprehension - restate, discuss, describe, rewrite, transform, illustrate, match, generalize, explain

3. Application - apply, change, produce, sketch, modify, dramatize, classify, solve

4. Analysis - analyze, categorize, infer, select, distinguish, separate

5. Synthesis - combine, compose, create, plan, invent, design, construct, develop, organize

6. Evaluation - appraise, recommend, judge, summarize, compare, support, criticize, critique

The utilization of various, myriad activities is intrinsic to this program. The use of research is especially important as the student progresses. Research should aid the realization that there are connections, ideas that are found in many places, not only in one text. Research also provides the means for in-depth, critical analysis. Students should study primary and secondary sources and realize the validity of these types.

Open-ended discussion should serve as the basis of much of the classwork. Students should be encouraged to verbalize their thoughts and ideas and listen to others with careful, critical consideration. Shared ideas and responses are in order to develop thinking processes.

The importance of field trips cannot be overemphasized. Through these students gain an awareness of Humanities concepts in their world. Of special interest, in the Philadelphia area, is a series of classes given by the Philadelphia Art Museum. For the sixth grade their lessons on "Looking at Art" are particularly commendable. These consist of four lessons: Viewing Art, Objective vs. Subjective, Art History (they give options on the period) and Evaluating Art. These are invaluable in the viewing of art in the classroom.

Special attention should be paid to the individual, his strengths and weaknesses. Students should be encouraged to work in areas of interest to themselves. This can be done through the individualization of some specified projects. Work must also be considered to strengthen their weaknesses. This may be achieved by working with the student on an

individual basis outside the classroom or perhaps through setting goals and projects with the student.

UNIT I: GREEK CIVILIZATION

Social Sciences:

Basic Text: Allyn and Bacon, Greek and Roman Civilizations, Chapters 1, 2, and 3

Program Content:

The Greek civilization was considered "classical" for many reasons. From it, present man has inherited forms of art, philosophy, architecture and government. The main emphasis for study is on how these things developed.

Athens was the center of Greek civilization. By the study of this city, it can be determined of what the Greek culture consisted. The rise of democracy is found in Athens. Art, architecture, theatre and government reach their peak during the Golden Age of Athens, the Age of Pericles. And finally, we view the decline of Greek civilization in Athens, with its condemning of Socrates and its defeat by Sparta.

It is in this city that we see the beginning of Western civilization and the beginning of the ideas that shape our world even today.

Program Concepts:

1. The rise and development of democracy in Athens.
2. The similarities and differences between the world of Athens and our own world today.
3. The reasons behind the fall of Athens.
4. The "ideal" in art and why it developed in Ancient Greece.
5. The idea of philosophy and how it began.

Language Arts:

Suggested Anthology: Projection in Literature

Literary Works:

Of course the study of Greek and Roman civilization should bring with it the study of mythology. "In the Beginning" is a unit found in Projection in Literature that is comprised of myths from several countries. Parallels can be drawn between these myths and myths from Greece and Rome, stressing the fact that ancient man created myths to explain his world.

Another selection that can be read is "Beauty is Truth" again from the Projection in Literature book. The idea of philosophy and the search for truth, beauty and the good life can be discussed as it is viewed in this selection.

Dennis, Richard P. and Moldof, P., "My Oedipus Complex" Junior Great Books, Series Six, Vol. 2. Chicago: The Great Books Foundation, 1975.

Give a brief account of the story of Oedipus. Compare the account to "My Oedipus Complex" for similarities and determination of how the Greek story influences the author of this story.

Program Concepts:

1. The need for man to explain his world.

2. Ideas and ideals of the classical civilization that appear in literature.

Resources:

Reference Books:

1. Greece-Hellenic Age. St. Louis: Milliken Publishing Co. #TD 507 and #TD 508.

   These publications include transparencies with information about Greece. They also contain ditto masters for worksheets based on this information.

2. Harnadek, Anita. Critical Thinking: Book One. Troy, Mich.: Midwest Publications, 1976.

   Exercises in logical, critical thinking are presented. The book could be introduced when studying Socrates. The second chapter deals specifically with an introduction to logic, which can be connected to the search for truth.

3. Morman, Jean Mary. Art: Of Wonder and a World. Blauvelt, NY.: Art Education, Inc., 1967. Chapters 21 and 28.

   Chapter 21 gives a brief description of different types of architecture from cave days to American eclectic.

   Chapter 28 deals with the importance of Man and the classical ideal in Greek Art.

4. "Mythology" Art and Man. Englewood Cliffs, NJ: Scholastic Magazines, Inc., Vol. 4, #1, October 73.

   This issue explores how myths developed, the human side of the Gods, the Trojan War, the story of Odysseus and modern versions of the Odyssey. It also includes a filmstrip on the story of "The House of Atreus".

5. Patton, Sally J. and Maxon, Dianne. Architexture: A Shelter Word. Stanford: The Red Apple, 1976.

   An excellent description and explanation of Ancient Greek buildings and architecture.

UNIT I: GREECE

Suggested Activities:

Art

1. Obtain examples of Greek art and architecture. Students are to observe these forms in present day art and architecture and keep a diary (either written or pictorial) recording date, place and description of these observations. If done pictorially they may want to make a poster or collage demonstrating the use of these forms today.

2. The Greeks were fascinated with the perfection of geometric shapes and many of their designs were based on these shapes. M.C. Escher also used geometric shapes in creating his designs called "tesselations". Students are to develop their own tesselation design based on geometric shapes. There are several books on how to construct these designs available from Creative Publications, 3977 East Bayshore Rd., P.O. Box 10328, Palo Alto, CA 94303.

3. Most of the art work of the Greeks that has been preserved is in the form of sculpture. The students could try their hands at sculpture, if materials are available. Although something like soap or sandcore could be used, it would be preferable to have the students sculpt in a harder stone in order to give them a better understanding of the complexity of the technique.

Architecture

1. Make drawings of the three different types of Greek columns. Label the entablature, architrave, cornice and frieze and write a description of how they differ.

Social Science

1. Explain the origins of the classical ideal as exhibited in Greek thought. Demonstrate the use of this ideal in art, architecture, theatre and government.

2. Develop a chart which compares the government of ancient Athens and the government of the U.S. Write a brief summary on what the U.S. government and Athens' government have in common and the reasons you think the U/S. adapted some of Athens' ideas.

Language Arts

1. Create a short drama based on the trial and death of Socrates. Scriptwriters should draw material from "The Prophecy of Socrates" and "The Death of Socrates". Present the play to another class and require both classes to debate the judgment of Socrates.

2. Write a myth in the style of the Greeks, explaining something in our present world. Explain the development of a technical instrument as if you were a Greek, viewing it for the first time, knowing that it works, but not how it works.

Discussion Questions:

Social Science

1. List as many things as possible in our present world that could possibly have stemmed from anything from classical Greece. Brainstorm! (K, C, A)

2. Why was the polis regarded as the ancient Greeks' greatest creation? (A, E)

3. Trace the changes in life and attitudes during Athens' rise and decline. (A, S)

4. Give a brief description of the development of the Athenian empire, citing reasons for how and why it developed. (C, A)

5. Explain the reasons why Greek civilization was considered "classical" and give examples of this "classicism" in its art, architecture, philosophy and government. (A, S)

Language Arts

1. Utilizing the Socratic method, have students simulate the teacher-pupil relationship. (App.)

2. What was the importance of the search for truth, beauty and the good life? How are these notions addressed by Socrates? (C)

3. Read at least three myths about the same subject, written in different countries. Note their similiarities and differences and give reasons for these similarities and differences based on your own thoughts. (A, S)

4. How do the ideas found in the myths compare to any present day religion? (S)

5. In what way do myths help man explain the world around him? (E)

6. Are beauty and truth always synonymous? From your own experience give examples of when they are and when they are not. (E)

Media:

Slide, sound, and filmstrips
Engel, Martin "Ancient Greece: The Age and Its Art". Pleasantville, N.Y.: Warren Schloat Publications, Inc.

A slide and sound set consisting of three parts. Part I deals with Greek gods and the polis. Part 2 explores the idea of arete--the attainment of perfection through the presentation of architecture and human sculpture. Part 3 presents a look at various Greek art forms.

"An Inquiry into Human Perception: The Nature of Beauty and Ugliness: White Plains, NY: The Center for the Humanities, Inc., Parts I and II.

Man's ideas of beauty and ugliness are explored as well as value judgments concerning these. This could be used when discussing the search for beauty.

"Man Creates: In His Own Image". White Plains, NY: The Center for the Humanities, Inc.

This set can be used in conjunction with the study of Greek myths to interpret the reasons Man creates Gods in human form.

"Man and Values: An Inquiry into Good and Evil". White Plains, NY: The Center for the Humanities, Inc.

Dealing with the question of good and evil, this set brings out Socrates' statement that "good is knowledge" and moves into the religious questions of good and evil. This would be appropriate with the study of Socrates or later with study of the Reformation.

"Plato: Father of Philosophy" Men Who Made History, Series I. Chicago: Encyclopedia Britannica Educational Corp., 1970.

A look at Plato's life through his horror of Socrates death to the eventual establishment of the intellectual community known as the Academy.

UNIT II: ROMAN CIVILIZATION

Social Sciences:

Basic Text: Greek and Roman Civilization, Allyn and Bacon, Inc. Boston, 1975, Chapters 1-7

Program Content:

The mythological beginning of Rome is found in the story of Romulus and Remus. From this beginning Rome grew to be an outstanding civilization which still impacts on our civilization today.

Two of the largest areas that are influenced in our world by Roman civilization are government and religion. The Roman government built on many ideas of the Greeks, though at times this governmental structure broke down. The breakdown of societal roles and resulting civil war contributed to this. Finally with the rise of Octavian (Augustus) the civilization was united and became an empire. The empire continued for two hundred years, the time known as the Pax Romana, before Rome again fell to civil war and was eventually taken over by Constantine.

Religious ideas changed a great deal during Roman times. Jewish beliefs had a strong foothold and set the framework for the acceptance of Jesus as Christ for many people. The idea of Christianity spread throughout Rome, especially following the conquest of Rome by Constantine. The persecution of the Christians was stopped by him and he encouraged the growth of the Christian religion.

Program Concepts:

1. The difference between a republic and a democracy.

2. The idea of a mixed government incorporating different ideas of governing.

3. Basic understanding of Jewish and Christian beliefs, their differences and the difference between these and Greek and Roman ideas.

4. What a "controlling idea" is and how it influences civilizations and cultures.

Language Arts:

Literary Works:

Shakespeare - Julius Caesar - Read and discuss the life of Julius Caesar as presented in the play. Compare this to the description found in the Greek and Roman Civilizations. Does Shakespeare create a true picture of Caesar? Further research may be needed to discuss this in depth.

Projection in Literature - Continue with selections from "In the Beginning" - see Unit I

Program Concepts: See Unit I

Resources:

Reference Books:

1. Rome - Book I and II. St. Louis: Milliken Publishing Co.

   Transparencies and ditto masters for worksheets with information on aspects of ancient Roman civilization.

Media:

"Democracy: Past and Present". Concepts and Inquiry Sound Filmstrips. Boston: Allyn & Bacon, Inc., 1974.

This filmstrip accompanies the textbook Greek and Roman Civilizations. It contains a description and explanation of democracy as it developed from ancient Athens to Rome's use of mixed government to our government today.

"Our Heritage from Ancient Rome: Parts I and II". Pleasantville, NY: Guidance Associates, 1970.

Part I of this set covers the history of Rome from its legendary beginnings to its loss of dominance over the civilized world, with the collapse of its empire. It includes the revolt against the King in with the collapse of its empire. It includes the revolt against the King in 510 B.C. which led to Rome's rule as a republic. It depicts the civil wars which eventually led to the seizure of power by Julius Caesar. The filmstrip gives particular attention to the Pax Romana.

Part II of this set present the cultural and technological accomplishments of ancient Rome. The filmstrip gives examples of Roman sculpture, particularly portrait busts and poetry of Juvenal, Virgil and Horace.

Also presented in Part II is the story of Pompeii, a view of the daily life in a city which met instantaneous death.

"Rome: Part I" - Time, Inc. - 1963.

The influence of Etruscan style of the Roman style, particularly in art is explored. Also traces the change in Roman government to a republic and later to the seizure of the government by Julius Caesar.

"Rome: Part III" - Time, Inc. - 1963

Containing good description of the growth of Christianity in Rome beginning with Peter and Paul, the filmstrip follows the persecution of Christians to the final acceptance of Christianity by Constantine. It touches briefly on the growth of power by the papacy following Constantine.

"Religion in Roman Life". Pleasantville, NY: Educational Audio-Visual Inc., 1975.

The religion of Rome was built on the complex belief system of the Greeks. The development of these beliefs is followed and the impact Christianity had on Rome is touched upon.

"Slaves in Ancient Rome". Pleasantville, NY: Educational Audio-Visual Inc., 1974.

The role of slavery in daily Roman life is examined. The filmstrip traces the changes in the function of slaves as Roman society changed.

Amery, Heather and Vanage, Patricia, The Time Traveler Book of Rome and Romans. Tulsa: Hayes Books, 1976.

In a type of comic book format, this book takes one back into time to explore the Roman civilization. It gives an excellent description of Roman life in a format that is entirely enjoyable.

Filmstrips:

"David: King of the Jews" Men Who Made History, Series I. Chicago: Encyclopedia Britannica Educational Corp., 1970.

David was a great leader who united the tribes of Israel. This filmstrip shows his conquest of Saul, which led to the establishment of Jerusalem as the cultural and religious center of the Jewish religion.

"Caesar Augustus: Forger of an Empire" Men Who Made History, Series I Chicago: Encyclopedia Britannica Educational Corp., 1970.

Caesar Augustus began a system of government that was to endure for three centuries in Rome. In this filmstrip, Octavius' life is examined, following Caesar's death, in an attempt to illustrate the working of Caesar's governmental system.

Films: These have all been taken from the Bucks County Film Library and bear their call numbers.

"Ancient Rome" (MP-1-0092 - b/w - 11 min.)

The remains of ancient Greece architecture, are viewed and Greek law, language, literature, engineering government and daily life are presented.

"Assassination of Julius Caesar" (MP-3-0120 - b/w - 27 min.)

Depicting the day Julius Caesar was killed, a you are there episode.

"Julius Caesar: An Introduction" (MP-3-0757 - color - 27 min.)

This film contains background information to help a first-time reader better understand the play.

"Pompeii and Vesuvius" (MP-1-2079 - color - 11 min.)

The ruins of Pompeii are presented.

"Spirit of Rome" (MP-3-1299 - color - 29 min.)

The qualities which made the Romans great empire builders are illustrated.

UNIT II: ROMAN CIVILIZATION

Suggested Activities:

Art

1. Research information on Greek and Roman pottery. Reconstruct a pot of each type with clay. Present information on the two to the class and give reasons for the change.

2. After examining examples of Byzantine mosaics, design a mosaic with paper or tile in the Byzantine style. Note particularly the subjects and details of Byzantine works.

Language Arts

1. Select a biography of one of the Roman emperors to read. Using information from this, write a scene about one of the highlights of his life and present it to the class.

2. The story of Romulus and Remus was used to explain the origins of Rome. Tell the story to the class using only visuals. You may not say anything. Visuals can use pictures, photographs, etc., which may be either realistic or abstract.

3. Research information on the way in which Rome ruled the Middle East. Prepare and support a hypothesis for the reason Rome has so much trouble ruling Judea.

Social Science

1. Design a chart illustrating the similarities and differences between a republic and a democracy. Trace the development of Roman government from its Greek origins and give reasons it developed in this way.

2. Develop a description of the controlling ideas of Greco-Roman beliefs. Develop a description of the controlling ideas of Judeo-Christian beliefs. Write a paper on how these ideas clash and give specific examples of these clashes from history.

Discussion Questions:

Social Sciences

1. How does the form of democracy used in the U.S. differ from the form used in ancient Athens and ancient Rome? Draw parallels and comparisons among the three. (A)

2. During the Pax Romana, Rome had a series of leaders, some strong, some weak. Even when they had a weak leader, Rome survived during this period. Why did this happen? Why was it so important for Rome to have a leader? (S, E)

3. Athens, Rome and the U.S. all have forms of democratic government. Which form worked best for the particular area it was governing? (C, E)

4. Rome influenced our present world in varied ways. Pick one area which exhibits this influence, explain the influence and give reasons why that particular influence carried over into our world. (A, S, E)

5. Given a brief history of the early Christians, discuss the ways in which the Christians made an impact on Rome and the way Rome impacted on the Christian religion. (S)

6. There are many reasons given for the fall of Rome following the Pox Romana. Why aspects of Roman life, in particular, can you connect with the fall of Rome? (A, S)

Language Arts

1. Prophecy is used throughout the play "Julius Caesar". Explain the importance of prophecy in Roman life and why it was believed by the Romans. If possible, give examples of what specific phenomenon of nature meant in prophecy. (C, A)

2. What effect does Mark Anthony's oration have on the crowd? Why is the crowd so changeable? (A)

3. Is the crowd's reaction at the end of the play based on their feelings about Caesar's goodness or Anthony's way with words? Support your answer. (A, S)

UNIT III: THE MIDDLE AGES

Social Sciences:

Basic Text: Cairns, Trevor, ed. The Middle Ages, Cambridge entro. to the History of Mankind. Book 4. New York: Cambridge University Press, 1975.

Program Content:

At the center of medieval society was the church. As it grew, so did its power. The Church had its own bureaucratic governmental structure, including its own laws and judicial system.

The Church controlled much of life during the Middle Ages. Because men wanted to insure their attainment of eternal life, they were concerned with, following the Church's instructions. Monasteries grew as an answer to this concern. Wealthy men gave to the less fortunate through works of charity as demanded by the Church. The fear of damnation and the promise of eternal life allowed the Church to gain power over individuals.

The ruling class of the Middle Ages was comprised of lords and barons, who made up an intricate power structure. The lords, which included the highest lord, the king, viewed each other as equals. Within the power structure each lord was a vassal to another, caring for manors and land for another lord. Even the king was sometimes vassal to a greater lord or another king. The lord agreed to care for a manor, its people and land. In return, he vowed allegience to the lord who owned the manor. Lords were concerned with acquiring more land for themselves and the lord to which they were a vassal, so much fighting occurred in an attempt to gain more land which meant more power.

Since the lords were concerned with fighting for land, this concern created a problem when coupled with their religious beliefs. The Church did not approve of war and fighting unless it was for a good cause. This cause arose in the crusades.

The moslems had taken over most of Asia Minor and pilgrims were no longer free to visit Jerusalem. Because of this and at the request of the emperor of the Byzantine Empire, forces were sent to the Holy Lands to fight for them in the name of Christianity.

In the end, the European lords lost the land that they had acquired during the Crusades. Much damage was done and little seemed to result from the wars. The most important result was the influence of the more civilized Middle East on Europe.

There were three classes or estates of people during the Middle Ages; the clergy, the nobles and the villagers. The villagers were not all peasants. As the year progressed many became townsmen and merchants. The townsmen acquired skills and eventually became craftsmen who were able to obtain privileges to govern their towns. The merchants dealt with the goods the craftsmen produced. This led to the development of a monetary system rather than the barter system, which became increasingly difficult to use as towns and trade became more prevelant.

Money upset the feudal idea. Vassals could now save and buy their own land. This meant that the Lords were losing power from within. Changing styles of warfare meant armour no longer protected the knights, so they were no longer of use in protecting the lords. The lords lost power here also because they could no longer protect their holdings.

The Church was also losing power. With the division of the papacy in 1378 between Augnon and Rome, a split among loyalties occurred. The clergy and laymen began to lose their trust in the "one true church". When the ottoman Turks invaded the city of Constantinople, the Pope asked once more for the lords to become crusaders. No one answered his call. The feudal system had broken down and the rulers had other problems to tend to.

Program Concepts:

1. The dicotomy of beliefs between religions and governmental systems.
2. The importance of the church as the center of medieval society.
3. The structure of society in a feudal system.
4. Why and how the power structure of lord and vassal existed.
5. The answer of the Crusades to the power struggle.
6. The influence the Crusades had on culture.
7. How and why towns and a middle class developed.
8. The changes in culture and society that led to the Renaissance.

Language Arts:

Program Content:

Novels: Scott, Sir Walter. Ivanhoe. New York: Globe Book Co., 1943.

Ivanhoe is a young knight who has returned to England after fighting in the Crusades with Richard the Lion-hearted. The intricacies of tournaments, societal roles and the prejudice against Jews all provide many points for discussion.

Lapman, Maurice, Robin Hood. New York: Globe Book Co., 1952.

The classic story of Robin Hood and his band of merry men. Robin Hood is presented as the hero of the commoners.

Anthologies:

Projection in Literature - "Advice to a Knight", T.H. Jones.

A poem that advises the knight on etiquette, gives a glimpse of the code of chivalry.

From Lions to Legends. New York: Harper and Row. Section--"How to Read Literature"

The idea of knighthood and chivalry is presented in several selections, ranging from "The Training of a Knight" to "Don Quixote". Provides a view of chivalry through several periods.

Program Concepts:

1. The differentiation of literary pictures of medieval times and reality.

2. Ideas and ideals of man presented in the view of knighthood and chivalry.

3. The continuation of the idea of chivalric code into recent writings.

Filmstrips:

Engel, Martin "The Middle Ages: The Age and Its Art".
Pleasantville, NY: Warren Schloat.

Part I: Early Christianity - briefly traces rise of Christianity. Delves into the image of Christ and how dark haired, bearded image of Christ became prevalent

Part II: The Dark Ages
Emphasizes the rude, difficult and cruel world of the Middle Ages with war lords battling for land.

Part III: Romanesque and Gothic
Compares the solid style of Romanesque architecture to the lacy style of Gothic architecture.

Resources:

"The Journey of Faith". Art and Man. Vol. 4 #2. Englewood, NJ: November 1973.

Through illustrations of medieval art works and architecture, this magazine depicts medieval life. It is particularly informative concerning the place of pilgrimages and includes an adaption of "The Clerk's Tale" from Canterbury Tales.

"The Ballad of King Arthur" is a filmstrip that accompanies the magazine. As the title implies, it is a pictorial version of the story of Arthur and his fantastic Camelot.

Macauley, David. Cathedral: The Story of Its Construction Boston: Houghton-Mifflin, Co., 1973.

An excellent description of a Gothic cathedral with drawings and explanations of the architectural components as well as the tools and materials necessary to construct it. Beginning with the cutting of stone, to the completion of construction. This book presents an interesting account of construction.

The Medieval Period, Book I and II. St. Louis: Milliken Publishing, Co. Transparencies and ditto masters that supply the student with basic information on the Middle Ages.

Mitchell, R.J. The Medieval Tournament, London: Longman Group Limited, 1958.

An exciting account of a tournament is given, in a narrative form that gives the feeling of one being present at the tournament. Procedures and rules of the tournament are presented in an interesting, informative manner.

Morgan, Gwyneth, Life in a Medieval Village. New York: Cambridge University Press, 1975.

An excellent accompaniment to the text The Middle Ages. This book gives a full account of life during medieval times. It includes information on trading, farming, the Church, and law and order from the point of view of a villager.

Morman, Jean Mary. Art: Of Wonder and a World. Blauvelt, NY: Art Education, Inc. 1967.

30 - "It Grew in the Dark" - Examples of sculpture from the Middle or "Dark" ages.

31 - "And the Harvest was Good: - briefly describes the effects the Gulds had on development of towns and art work.

Patton, Sally J. and Maxon, Dianne. Architexture: A Shelter Word. Stanford: The Red Apple.

"Castles" - Gives background information and describes Motte and Bailey castes and stone castles. List of famous castles.

Reeves, Marjorie. The Medieval Castle. London: Longman Group Limited, 1963.

Complete with numerous pictures of various castles, this book follows the development of castles from the early Motte - and - Bailey, which looked like plain towers to the later, more sophisticated stone castles, with moats and gatehouses.

Reeves, Marjorie. The Medieval Town. London: Longman Group, Limited, 1954.

The town of Solisbury, England is examined to illustrate how it began and grew. The center of the medieval town, the cathedral, is viewed through its building. Merchants and crafts and their importance to the twon is explored. The government of the town is also explained.

Watson, Percy. Building the Medieval Cathedrals. New York: Cambridge University Press, 1976.

From early Norman cathedrals to late Gothic style. This publication illustrates types of Medieval Cathedrals. Explanation of how a cathedral is built is included, as well as a description of the making of stained glass windows.

Hindley, Judy. The Time Traveller Book of Knights and Castles. London: Usborne Publishing Ltd. 1976.

General information about medieval time and life is presented in a fun, easy-to-read format. Students will enjoy reading this book with castles, feasts, knights and the crusades in a totally enjoyable form.

Films:

Art of the Middle Ages (MP-3-0113 - color - 30 min.)

Through the examiniation of six medieval cathedrals, this film delves into the symbolism of philosophical and intellectual ideas mirrored in the architectural styles of the Middle Ages.

Art Portrays a Changing World (MP-2-0164 - color - 17 min.)

It would be suggested that this film be used when studying the latter part of the Middle Ages, as it analyzes the economic and societal conditions that allows for the change from the medieval to the Renaissance period.

Chartes Cathedral (MP-3-0243 - color - 34 min.)

A look at the medieval cathedral to illustrate the intertwining of faith, intellect and engineering during this time.

Discovering the Music of the Middle Ages (MP-2-0756 - color - 25 min.)

The importance of music in medieval life is shown, both in the sacred and secular world. Examples of musical instruments of this period are viewed and the growth of polyphony is described.

Meaning of Feudalism (MP-1-1725 - color - 10 min.)

The social structure of feudalism is explained through the viewing of a feudal castle and how the lords and church are the rulers during this time.

Medieval Guilds (MP-2-1855 - color - 21 min.)

The evaluation of medieval town is seen in this film, as it grows from a feudal manor into a commercial center. The emergence and development of the guild and its role in the beginning of an industrial society is presented.

Medieval World (MP-1-1746 - color - 11 min.)

General information about a medieval town is found in this production. It includes information of the growth of towns, the importance of cathedrals and the effects of the Crusades.

Norman Conquest to the Fifteenth Century English History (MP-1-1858 - b/w - 11 min.)

The influence of the Norman conquest on the rise of feudalism is presented.

UNIT III: MIDDLE AGES

Suggested Activities:

Art

1. Obtain examples of calligraphy and a book explaining lettering. Have the students copy a page of a manuscript in calligraphy. You could have the students write their names in calligraphy, placing illustrations in the capital letters as was popular in medieval illuminations.

Architecture

1. Draw a poster showing the Romanesque style and Gothic style of architecture. Include a written report explaining why the Gothic styles became popular. See if any parallels can be drawn between the architectural styles of cathedrals and other buildings.

2. Construct a scale model of a castle. List the pros and cons of such construction, including considerations of Society, war strategies, essential needs and aesthetics. Keeping these considerations in mind, give ways in which the construction could be improved.

Social Science

1. Research the topic of tournaments. Examine the way in which games were played, the rules of the games, and proper etiquette. Using this information, write a sports commentary either as an eyewitness report of a game or a criticism of the game.

2. Construct a visual example of a feudal pyramid. Construct a visual example of the distribution of power within the Church. There were often problems when those in power in the feudal system did not agree with those in power in the Church. Give an example of a specific instance when this might occur. Who should handle this instance and why?

3. Make up a box of items a knight may have brought back with him from the Crusades. Be prepared to give descriptions of how these items changed how the knight lived and eventually how they changed western civilization.

Language Arts

1. Read selections of Canterbury Tales. Discuss the portraits presented by Chaucer. Compare these to the descriptions of characters in Ivanhoe or Robin Hood. How and why do Chaucer's characters appear more realistically?

2. Based on the heroic model of medieval literature, write a short story about a modern day hero. At the completion of the story, write a brief description of the parallels between your hero and a medieval hero.

3. Find the code of chivalry and make a copy of it in language you can understand. Critique this code and offer suggestions to improve it. Develop a code of chivalry for our present time.

Discussion Questions:

Social Sciences

1. What was the dominating force in all medieval life? How did this force control other aspects of life at this time? (C, App)

2. List the major architectural features of the early Church. Where did they find their origins? What were their later developments? (App, A)

3. Monasteries were an answer to some of the problems of medieval life. What were the events that allowed for and encouraged their development? Why have some monastic orders survived until present day? (A, S, E)

4. Give a description of the events that occurred during the Crusades. How were the Crusades an answer to the problem of the struggle for power between the Church and feudal lords? What effects did the Crusades eventually have on medieval life? (A, S)

5. Explain the feudal pyramid. How did this set up a societal and power role for various individuals? Why did it work so well during the Middle Ages and fail at the end of the Middle Ages? (C, S, E)

6. What cultural and societal changes occurred during the Middle Ages that allowed for the Renaissance? (A, S)

Language Arts

1. Which novel, Ivanhoe or Robin Hood do you feel is a more accurate picture of Medieval life? Which part of the novel do you feel to be unrealistic? Explain your own feelings about the realism and lack of it in the novel. (A, E)

2. From what rules of the code of chivalry does, "Advice to a Knight" draw its advice? Are there any situations today in which the advice would be applicable? (App, E)

3. Describe the characteristics that make Robin Hood, Ivanhoe and Don Quixote a medieval hero. Choose a modern day hero and explain the qualities his character draws from the medieval hero. (C, App)

4. Give a description of the prejudice, seen against a group in one of the novels. Trace the development of that prejudice until today. Did the prejudice against a particular group endure? For what reasons? (S, E)

UNIT IV: THE RENAISSANCE

Social Sciences:

Basic Text: The Age of Western Expansion, The Human Adventure Series Boston: Allyn and Bacon, Inc. 1975. Cairns, Trevor, ed. The Birth of Modern Europe, Cambridge: Cambridge University Press, 1975.

Program Content:

The Renaissance was a period of ideological explosion that led to our modern Western civilization, a period of "rebirth" having a profound impact on the centuries to follow. Classical ideas and ideals in art, philosophy and government were rediscovered and reformed for utilization in Western civilization.

It is impossible to pinpoint one aspect or area of the Renaissance world that allowed for all this change to occur. An advance in one area triggered and allowed for advances in other areas. Economic, social and cultural factors, along with technological achievements gave impetus for change and new insight.

The development of technically accurate navigational instruments meant that explorers like Columbus, DaGama and Magellan could find new trade routes and discover new lands. Economically, the demand for more trade between Europe and the Orient provided the reason to search for new trade routes. The discovery of new lands resulted as an additional effect of this search.

The rise of towns and cities and the breaking down of the feudal system changed Western civilization socially and politically. The use of gunpowder and firearms also played a role in these changes by contributing to the struggle for power between city-states, af first, and later between nation-states.

Florence is seen as the city-state which was the center of the Renaissance. Indeed, it typifies most of Renaissance life. The struggle to keep the deMedicis in power at the beginning of the Renaissance exemplifies the power struggle in other areas of the Western world. Florence is also known as the center of Renaissance art, boasting artists such as Brunelleschi, Verrachio, Michelangelo and for a period, DaVinci. The deMedicis contributed to the bossoming of art in Florence through their monetary support as well as often providing a place to live and work for the artists.

The classical ideas of realism and idealism were explored in Renaissance art, some art works stressing the perfection of man, others the realistic view of man. The study of realism and idealism was found not only in the arts, but was apparent in other areas of study, particularly in the writing of politics, where Machiavelli wrote about a realistic view of government in The Prince and Sir Thomas More wrote about an idealistic world in Utopia.

The dichotomy between the religious ideas of the Western world, (the Judeo-Christian ideas), and the rediscovered classical ideas, (the Greco-Roman ideas), led to conflicts and attempts to reconcile the two controlling ideas. The Humanists accomplished this reconciliation by placing the individual at the center of their thinking. They believed that people could learn, explore, discover and invent. They still believed in the Judeo-Christian ideas of God, heaven and hell, as well. Their belief was that God made human beings, but that humans could enjoy this world while waiting for the world-to-come.

Humanism became an important emphasis in Western civilization because it blended the controlling Judeo-Christian and Greco-Roman ideas. At this time, Humanism was not a totally secularist ideology.

With the coming of the belief that man could learn and think, came the challenging of the beliefs of Latin Christendom. Man was now more aware of his world, he was educated to be able to read, and with the invention of the printing press, was able to have access to the printed Bible. This meant he could read and think about what the Bible said, and did not need to have the Bible read or interpreted for him by the Church. This fact, was one of the many reasons that led to the popular acceptance of Martin Luther's teachings and the gathering of momentum of the Reformation. The general dissatisfaction with the church by the people, particularly by the middle class, who resented having to tithe to an already wealthy church, also added force to the Reformation.

The church's leadership was beginning to crumble as nation-states began to emerge. People began to feel loyal to a monarch or a nation and to move away from accepting the Pope as the head of the Holy Roman Empire. The leaders of the nation-states also began to move away from the church, particularly when their views clashed. The best example of this was the case of King Henry VIII of England, in which his disagreement with the church over the divorce of his first wife led to his complete split with the church and the forming of the Anglican Church with himself as the head.

The rise of nationalism brought with it the struggle for power. As the wealth of Spain and England grew, so did their power. Although Elizabeth I attempted to stave off a war between England and Spain, Phillip the II of Spain eventually attacked England with his invincible Armada. He was not prepared to be badly defeated by the English.

With the emerging of nation-states, nationalism and capitalism, the Western world began to move from the period of the Renaissance into the challenges of a changing civilization.

Program Concepts:

1. The connection of economic, social, political, cultural and technological factors in progressive change.

2. The results of invention, exploration and discovery on human progress, and how these are intertwined with other factors.

3. The development of rationalism and how it affects social, political and economic structures.

4. The ideas of realism and idealism and their affect on art, philosophy and political science.

5. The attempt to blend Greco-Roman ideas and Judeo-Christian ideas as seen in the beliefs of Humanism.

6. The changes in Western civilization that resulted from the belief of Humanism that man was of primary importance.

7. The understanding of the Reformation coming about due to many causes; social, political, economic, as well as by the impetus of spokesmen for radical ideas against the established church.

8. The rise of nationalism and an understanding of how social, economic, political and religious factors allowed for nation-states to develop.

Language Arts:

Program Content:

Anthology:

Pooley, Robert C., et. al. Projection in Literature, Oakland, New Jersey: Scott, Foresman and Co., 1976. Unit 2 - "A Gallery of Heros"

The heros and heroines in this unit represent different types, from the hero whose deeds of greatness live in history and legend to the ordinary person who acts heroically due to his circumstances. This unit should be an extension of the readings in the Language Arts from Unit III - The Middle Ages. Comparisons between the knight, with his code of chivalry, can be made with other heros.

"Romeo and Juliet", Shake Hands With Shakespeare.

Containing shortened versions of Shakespeare's plays using some modern language, this book offers easier readings of the plays. "Romeo and Juliet" presents a view of the rivalries between powerful families in Renaissance Italy's city-states.

Program Concepts:

1. The ideas and ideals of the hero as defined by the chilvaric code. A comparison of these ideas and ideals to other representations of heros.

2. The struggle for political power in the city-states as exemplified in literature.

3. The social and cultural conventions (such as marriage during teen-age years, loyalty to a family) during the Renaissance era as presented in "Romeo and Juliet".

Resources:

Filmstrips and Slide Programs:

"Man Creates in His Own Image", White Plains, NY: The Center for the Humanities, Inc.

This set would be appropriate for use in conjunction with the study of Renaissance Art. It can provide an excellent starting point for discussion of the move towards humanism, idealism and realism in Renaissance Art.

"Man and Values: An Inquiry Into Good and Evil", White Plains, NY: The Center for the Humanities, Inc.

The question of how good and evil are viewed provides an excellent basis for discussion of what was viewed as good and evil during the Middle Ages, The Renaissance, and the Reformation. The discussion of the change in what was seen as good and evil during these periods can address how social,

economic, political and religious factors affect change in values.

"The Renaissance: The Age and Its Art", Pleasantville, NY: Warren Schloat.

Two color filmstrips deal with Humanism, classicism, Columbus' voyage, interest in science and nature, city-states, interest in youth and beauty and the fine arts through viewing illustrations of art and architecture of the Renaissance period.

Western Man and The Modern World: The Renaissance, New York: Pergamon Press, 1979.

A set of three filmstrips explore the artistic changes that occurred during the Renaissance. Emphasis is placed on how Renaissance art reflected changes in society and the way man thought about himself and his world. The concepts of individualism, scientific naturalism and classical humanism are examined.

"Western Man and the Modern World: Exploration and Discovery", New York: Pergamon Press, 1979.

A background to the study of the Age of Exploration is presented in these two filmstrips. They provide excellent views of how navigational developments occurred and cover information on the well known explorers. Christopher Columbus and Ferdinand Magellan are studied in more detail.

The National Gallery of Art, Extension Programs, Washington, DC, 20065, provided a free loan service of slide set and films.

"700 Years of Art" (Cat. #001, 50 min.) Slide program provides a survey of the major periods of art, tracing styles of painting from the Middle Ages to the 20th Century.

"Introduction to Understanding Art" (Cat. #007, 40 min.) Examples of paintings by Italian and Flemish painters of the Renaissance to illustrate the Christmas story.

"The Easter Story in Art" (Cat. #012, 50 min.) Paintings by the Renaissance masters illustrate the story of the passion.

"In Search of Rembrandt" (Cat. #102, 50 min.) Documentary film portrait of Rembrandt as seen through his work.

"Art in the Western World" (Cat. #104, 30 min.) Paintings and sculpture illustrate the changes in Western art from the Bzyantine periods through the late 19th century.

"Leonardo: To Know How to See" (Cat. #107, 55 min.) Paintings of Leonardo are shown, along with an introduction to Leonardo's contemporaries and to the Italian countryside, which the artist meticulously observed.

"El Greco" (Cat. #117, 6 min.) Rembrandt's rich portraits and etchings of New Testament scenes are viewed.

"Durer - The Revelations" (Cat. #125, 5 min.) Scenes described as the Apocalyptic vision in the Book of the Revelations.

Books and Magazines:

Art Appreciation Print Program, Blauvelt, N.Y.: Art Education, Inc. Prints include illustrations of paintings, sculpture and etchings from the major periods of art, with excellent examples of Byzantine. High Renaissance, Northern European Renaissance and Mannerism Art. Also, a teacher's guide includes background detail and teaching suggestions.

"Florence and the Early Renaissance" Art and Man, Vol. 1, #5, February 1971. Deals with the explosion of ideas in Renaissance art and provides examples of architecture in Florence, the human body as a thing of beauty and perspective.

"Leonardo and the Art of Drawing" Art and Man. Vol. 8, #4, February 1978. Uses DaVinci's work as a starting point to demonstrate techniques of realistic drawing.

"Michelangelo and the Art of Drawing", Art and Man, Vol. 10, #1, October 1979. Deals with the techniques and processes used by Michelangelo in producing some of his great works. Discussion is also included on drawing as the key to creativity.

"Quest for Identity: Michelangelo" Art and Man. Vol 4, #3, December-January, 1973-74. Analyzes pieces of Michelangelo's work showing the development of his art through his earliest works until his death.

"Rembrandt and His Holland", Art and Man, Vol. 1, #2, November 1970. Deals with the humanism of Rembrandt, emphasizing the WHAT of his work, rather than the HOW.

Morman, Jean Mary. Art: Of Wonder and a World. Blauvelt, NY: Art Education, Inc., 1967.

32: "Measured Magnificence: Discusses style of painting and sculpture in the early Renaissance.

Patton, Sally and Maletis, Margaret. Man Creates: Artist Series. Redwood City, CA: Patton Pending, 1976.

"Leonardo DaVinci"
"Rembrandt"

This book presents questions for discussion on how geography, history political science, economics, anthropology, psychology and sociology affect art. The chapters on Leonardo DaVinci and Rembrandt VanRyn include background information on the artists and suggestions for projects based on Bloom's taxonomy.

Patton, Sally and Maletis, Margaret. Man Creates: Inventors. Palo Alto, CA: Patton Pending, 1977.

"Leonardo DaVinci"

As in the previous book, guiding questions are given to provoke discussion of factors affecting inventors. DaVinci is examined as an inventor and projects are based on Bloom's Taxonomy.

Patton, Sally. Man Creates: Music. Redwood City, CA: Patton Pending, 1976.

A general introduction for appreciation of music is given, including elements, forms and descriptions of instruments. A chart lists vocal forms, instrumental forms and representative composers for historical eras.

Films: (Available from Bucks County Film Library)

Age of Discovery - English, French and Dutch Explorations (MP-1-0036 - 11 min.)

The explorations of the English, French and Dutch are shown. A good film to show the geographical locations of these explorations.

Age of Discovery - Spanish and Portugese Explorations (MP-1-0037 - 11 min.)

The routes of the Spanish and Portugese explorers are traced, illustrating the geographical locations of these explorations.

A Matter of Conscience: Henry VIII and Sir Thomas More (MP-3-4645)

An excellent exerpt from A Man For All Seasons, presenting the conflict of Henry VIII and Sir Thomas More over Henry's divorce.

Art Portrays a Changing World - Gothic to Renaissance (MP-2-0164 - 17 min.)

An examination of changes in art from the Gothic to the Renaissance world and how this morrored changes in civilization.

Elizabeth: The Queen Who Shaped an Age (MP-3-3054)

An interesting look at Elizabeth, and how her views and actions made England strong and brought about the loyalty needed to defeat Spain.

Leonardo DaVinci and His Art (MP-2-1659 - 14 min.)

Using his paintings and photographs of the Italian countryside, this film presents an overview of DaVinci's life.

Michelangelo (MP-3-0903 - 30 min.)

Provides an excellent presentation on the life and works of Michelangelo, emphasizing his inspiration and torment.

Michelangelo and His Art (MP-2-1891 - 15 min.)

Several original works of Michelangelo are examined and analyzed.

Reformation (MP-2-2394 - 13 min.)

Provides a general overview of the Reformation, explaining the forces that led to the Reformation.

Renaissance (MP-1-2193 - 10 min.)

A general, brief description of the Renaissance period which can serve as a good introduction for study of this era.

Romeo and Juliet (MP-3-4698 - 45 min.)

Portions from Zefferelli's film highlighting the tragic relationship between Romeo and Juliet.

A-V Materials

Chase, Marilyn. The Italian Renaissance. St. Louis: Milliken Publishing Co., 1971.

Contains duplicating work sheets and transparencies on the Italian Renaissance, covering topics from medicine and fashion to art and artists. This is an excellent source of additional information for the students.

Chase, Marilyn. The Northern European Renaissance. St. Louis: Milliken Publishing Co., 1971.

This book of duplicating work sheets and accompanying transparencies concentrates on topics about the Northern European Renaissance. It covers information on Martin Luther, Queen Elizabeth and the invention of the printing press, among its topics.

Lampros, Susan. The Age of Exploration. St. Louis: Milliken Publishing Co., 1971.

Information on exploration covering explorers from Marco Polo to Captain Cook through the use of transparencies and duplicating work sheets.

UNIT IV: THE RENAISSANCE

Suggested Activities:

Art

1. Given Leonardo DaVinci's sketch of body proportions (the man within the square and circle), determine how Leonardo measured proportions of the human anatomy. Determine the measurements of the parts of the body on his sketch and compare these to your own body's measurements. (Example: the length of the arms, fingertip to fingertip is the same as the height of the body.)

2. After discussing and illustrating the use of one-point perspective, students will create a design using it. This usually works best with a block design, such as their name in block letters. You may use color to bring out light and shadow in the design to further the feeling of the design being 3-dimensional.

3. Review Sir Thomas More's idealistic view of government in Utopia. Each student is to develop their own view of Utopia and create a poster which illustrates this view. In addition, the students can present a speech trying to convince the other students of the desirability of their "Utopia".

4. Renaissance dance forms are easily learned. The steps are usually simple, their complexity lies in their space patterns. There are books available which explain how to do these dances, and instructions can be given from these.

5. If there is a person who has had ballet training, they can give a demonstration on the basic steps and class structure. Research should be done on dance history and an explanation of why and how ballet developed during the Renaissance should be given.

Architecture

1. During the Renaissance, there was the rediscovery of the construction of domes without visible means of support. Research this rediscovery and build a scale model of a dome illustrating this technique.

2. Through research determine the aspects of classical architecture utilized during the Renaissance. Collect pictures of Renaissance and classical architecture and explain the use of classical aspects of architecture to Renaissance architecture, using comparisons of the two styles. (This can be extended to include modern architecture, with comparison being made to classical and Renaissance architecture.)

Music

1. Obtain a recording of Renaissance music and listen to selections. If students have learned a Renaissance dance, they can try to do it to a selection. Compare and contrast the musical forms to Renaissance art forms. The students should be able to note the varying uses of modes and harmonization that are quite different from other musical arrangements.

Social Studies

1. Select a technological invention developed during the Renaissance, (example: eyeglasses, navigational tools, etc.). Prepare a research paper on the history of this invention, how it was developed during the Renaissance period, improvements made upon it since that period and the advances in modern technology. (This research project is an excellent means to get students using the Reader's Guide to Periodic Literature. For example: if they choose the topic eyeglasses, they can use texts for the history and use periodicals to report on what is happening currently, such as lens implants, laser surgery, etc.).

2. Develop a list of inventions and discoveries made during the Renaissance and classify them as being military, agricultural, etc. Give a written description of how these inventions and discoveries affected the social, cultural and political aspects of Western civilization.

3. Using information learned on the Renaissance, construct an original game. The game must be constructed, so that in providing information on the Renaissance period (either through questions or other means), it can be won by an individual or team.

4. Read the works by Machiavelli and Sir Thomas More. Explain the difference between realism and idealism using examples from The Prince and Utopia. Explain the difference between realism and idealism using Renaissance art works.

5. Develop a new written set of beliefs that blend the controlling ideas of Judeo-Christian ideas and Greco-Roman ideas. You may NOT use any Humanists' beliefs. Defend your beliefs, by explaining the controlling idea from which they stem and why you choose these beliefs.

6. Present your own set of arguments for or against the Church of Latin Christendom (in essence, for or against the Reformation as well). Propose changes that you see need to be met, and a plan for making these changes.

7. You are a leader of a new developing nation-state. Present a speech to your "subjects" to inspire their loyalty to you and your nation. Be sure to include the social, economic, political, and religious advantages of being part of your "nation".

Language Arts

1. Choose a character from one of the novels or from the Renaissance period. Keep a diary for one week describing your life and feelings. At the end of the week, tell how you felt about being that character.

2. Research the code of chivalry and make a poster listing the points of the code. For a designated period of time, follow this code within the classroom. At the end of this time, discuss the reaction of students to this code. Write a paper or discuss how this code affects our present day heros.

3. Read a story about a modern power struggle (any type of power struggle: individual vs. individual; individual vs. group; group vs. group, etc.) and compare and contrast it to the power struggle in Romeo and Juliet.

Discussion Questions:

Social Sciences

1. Explain the beliefs of Judeo-Christian ideas and Greco-Roman ideas. How were these beliefs demonstrated in Renaissance Art, philosophy and politics? (App. A, S)

2. Describe the development of an invention during the Renaissance. Explain in what ways it affected other technological advances and Renaissance society. (C, A)

3. The Reformation was a result of many causes. List these causes and explain how they affected the reforming of the Church. (A, C)

4. Do you think Henry the VIII was a good or poor leader for England? Was he justified in breaking away from the Holy Roman Empire? (E)

5. Describe an item through the eyes of a realist. Describe the same item as an idealist would view it. (C)

6. List the pros and cons of an area becoming a nation-state. Include the social, economic, political and religious factors behind this development. (K, App. An)

Language Arts

1. In what ways could Lorenzo deMedici be considered a hero? Did he follow any rules of the age of chivalry? (C, App. S)

2. Do the characters of Romeo or Juliet exhibit heroic actions? Choose one of the characters and explain why or why not you consider them a hero. (App. E)

3. Compare the power struggle between the Montagues and the Capulets in "Romeo and Juliet" to the actual power struggle of the deMedicis and the Pazzis to control Florence. Do you feel Shakespeare was accurate in depicting Renaissance Italy in his play? (S, E)

4. From the reading of the play "Romeo and Juliet" give a description of what life would be like as a teenager in a powerful family. (App. A)

Key for Questions: C - Comprehension
App. - Application
A - Analysis
S - Synthesis
E - Evaluation